

**HOLY TRINITY CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2018 - 2019**

<p>Theory of Action, based on Needs Assessment</p> <p style="text-align: center;"><b>PLAN</b></p> <ul style="list-style-type: none"> <li>- includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs</li> <li>- involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness each teacher on the team</li> <li>- articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning</li> <li>- makes links to the CSIPSAW</li> </ul>	<p>Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;"><b>ACT</b></p> <ul style="list-style-type: none"> <li>- involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback</li> <li>- Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk</li> </ul>	<p>Data/evidence gathered for monitoring</p> <p style="text-align: center;"><b>OBSERVE</b></p> <ul style="list-style-type: none"> <li>- includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction</li> <li>- Include evidence / observations without interpretation</li> </ul>	<p>Analyze, assess, where to next?</p> <p style="text-align: center;"><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>- determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs</li> </ul>
<p><b>LEARN</b></p> <p><b>Strategic Priority: Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.</b></p> <p><b>School Effectiveness Framework:</b></p> <p><b>1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.</b></p> <p><b>1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (IEP).</b></p> <p><b>Catholic Graduate Expectations (CGEs):</b></p> <p><b>An effective communicator, who speaks, writes and listens honestly and sensitively, responds critically in light of gospel values.</b></p> <p><b>A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.</b></p> <p><b>Last Name</b></p>			
<p><b>LEARNING PILLAR:</b></p> <p>If we encourage the deep learning framework and embrace AFL strategies in the classroom then students will be engaged to develop key transferable skills and improve learning everywhere.</p>	<ul style="list-style-type: none"> <li>● Formal Deep Inquiry Learning project with select staff</li> <li>● Informal Deep Inquiry Learning in all classes</li> <li>● Provide opportunities for staff to learn about Deep Inquiry Learning</li> <li>● Literacy skills will be priority across all grades, levels, and departments</li> <li>● Consistent use of AFL practices</li> <li>● Incorporate CGE's into daily learning goals</li> <li>● Literacy committee meeting and data analysis for EQAO</li> <li>● Grade level assemblies in each semester</li> </ul>	<ul style="list-style-type: none"> <li>-Analyzing end of semester achievement data</li> <li>-Analyzing office referral data to assess student engagement</li> <li>-Sharing of Deep Inquiry Learning projects</li> <li>-Analyzing EQAO data from Grade 9 Assessment of Mathematics and of the Ontario Secondary School Literacy Test</li> <li>-Sharing of school achievement data with the parent community through our Catholic School Council meetings. At each meeting, one curriculum chair highlights departmental achievements and programs</li> <li>-Encouraging teachers to use a student feedback process to inform their practice</li> <li>-Active learning partnerships and leveraging of digital technology</li> </ul>	<p>-</p>

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**LEAD**  
 Strategic Priority: Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

School Effectiveness Framework:  
 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.

Catholic Graduate Expectations (CGEs):  
 A self-directed, responsible learner who develops and demonstrates their God-given potential.  
 A caring family member who attends to family, school, parish, and the wider community.

<p><b>LEADERSHIP PILLAR:</b></p> <p>If we provide opportunities for collaborative instruction then student learning will be enhanced.</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Encourage calls for both strengths and areas for improvement</li> <li>• Explicit communication of Catholic Graduate Expectations in all curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>- Lunch and learn style professional development available for both staff and students??</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
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**Serve**  
**Strategic Priority: Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.**

**School Effectiveness Framework:**  
**3.3 Students are partners in conversations about school improvement.**

**Catholic Graduate Expectations (CGEs):**  
**A discerning believer, formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.**

<p><b>SERVICE PILLAR:</b></p> <p>If we support equity and wellbeing, the development of the whole student and engage them in their unique pathways, then students will feel a sense of community, support and safety; they will develop to their God-given potential.</p>	<ul style="list-style-type: none"> <li>● Raise awareness about Board Strategy for Mental Health and Well-Being with both parents and students</li> <li>● Ensure parents are familiar with both school and community supports that are available</li> <li>● Enhance community partnerships with Mental Health agencies (in and out of class)</li> <li>● Implementation of Board's Deep Learning Initiative</li> <li>● Collaborative Inquiry with board in implementing CRRP(Culturally Responsive and Relevant Pedagogy)</li> </ul>	<ul style="list-style-type: none"> <li>-Increased student engagement in school community and beyond</li> <li>-Implementation of the IPP</li> <li>- SST meetings</li> <li>-Link Crew</li> <li>-Athletics</li> <li>-LGBTQ Student Group</li> <li>-Diversity and inclusion student group</li> <li>-Student leadership opportunities</li> <li>-Social justice initiatives</li> <li>-Deep Learning Inquiry Community Outreach/Connections</li> <li>-Speak Up</li> <li>-Student success initiatives</li> <li>-SHSM</li> <li>-Durham Centre for Success</li> <li>-Presence of Durham Health at school events</li> </ul>	<p>-</p>
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